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GENERAL IMPROVEMENT OF READING, GRADES 1-12, TEACHER TRAINING PROGRAM OF TITLE III, P. L. 89-10.

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THE EVALUATION OF A PROJECT IN READING INSTRUCTION IN A TEACHER TRAINING PROGRAM IS REPORTED. THE PROJECT WAS AN EXTENSIVE EFFORT TO UPGRADE THE TEACHING OF READING SKILLS AT THE ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOL LEVELS. TEACHERS WERE ORIENTED TO NEW MATERIALS AND NEW APPROACHES FOR TEACHING BASIC READING SKILLS. THE USE OF SELECTED MATERIALS REFLECTED MAJOR METHODS OF TEACHING PHONICS, LINGUISTIC TECHNIQUES, BASAL READERS, LANGUAGE EXPERIENCE, AND INDIVIDUALIZED READING. A DETAILED OUTLINE FOR ALL PHASES OF THE PROGRAM IS INCLUDED. PLANS AND SUGGESTIONS FOR THE CONTINUED OPERATION OF THE PROJECT ARE PROVIDED. (MC)

ED019190

GENERAL IMPROVEMENT OF READING, GRADES 1-12

TEACHER TRAINING PROGRAM OF TITLE III, P. L. 89-10

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BROOKLAND-CAYCE SCHOOLS
LEXINGTON COUNTY DISTRICT #2
CAYCE-WEST COLUMBIA, SOUTH CAROLINA

RE 001 210

MAHAFFEY, JAMES P.

[1967]

PROJECT EVALUATION
General Improvement of Reading Instruction Grades 1-12
Brookland-Cayce Schools Teacher-Training Program

I. Project Evaluation in Relation to Objectives

A. The Title III 89-10 summer intensive teacher-training program to upgrade the teaching of the reading skills at the elementary, junior and senior high school levels of the Brookland-Cayce Schools in the Cayce-West Columbia Area of South Carolina has fulfilled its purpose in upgrading the qualifications of every teacher and supervisor involved.

1. In order to best fulfill the purposes of the program, the following preparations were made before the actual opening dates:

a. Each principal chose one of the strongest teachers in his school for supervisor and chose the teachers he felt would benefit from special training in the teaching of reading.

b. Supervisors met and worked closely with the principal in reviewing student records, discussing the overall summer program, and selecting textbooks and supplementary materials according to indicated student needs.

c. Supervisors met with their teachers to set up goals and decide on new materials with which they would like to experiment during the program.

d. The Brookland-Cayce Schools reading coordinator gave supervisors and teachers advice in selecting the latest reading materials available.

e. The supervisors met the director at the coordinator's office and previewed many tests and reading aids.

f. Supervisors met with the program director to secure materials.

2. Procedures at opening of program

a. On June 19-21 the supervisors met with the program director for in-service training and planning of procedures to be used throughout the summer program. For example, the procedures used in administering group and individual reading inventories were reviewed in preparation for a detailed explanation to the teachers who met with their supervisors the following two days.

b. The first general session of supervisors and teachers was held on June 22, 1967, in the R. H. Fulmer cafetorium. Mr. James P. Mahaffey, Reading Supervisor, State Department of Education, gave the program's opening address. Mr. Mahaffey's topic was "Reading Is Everybody's Business." This meeting was followed by the supervisors meeting with the teachers at their assigned schools where the teachers were given class rolls and the individual records of the students they were to instruct.

c. On June 23 teachers met with supervisors at their schools to prepare lesson plans and the diagnostic test schedule for the first week of classroom teaching.

3. Sessions for acquainting teachers with new materials

a. Consultants held sessions with the teachers to demonstrate and explain materials.

b. Supervisors and teachers, familiar with certain materials, held informal sessions to guide other teachers in the use of these materials.

4. Explanation of daily schedule

a. 8:30-9:30 was used in two ways--general meetings with reading consultants or sessions with the supervisor and her teachers at the individual schools.

(1) General meetings with consultants were held at R. H. Fulmer Junior High School which was headquarters for the program. These consultants provided the program with valuable knowledge of current studies and research and practical methods in application of the several reading approaches.

(2) On mornings when no consultant was scheduled, teachers and supervisors met at the individual schools to discuss the consultants' addresses and effective application of information in the classroom. They also discussed individual problems and exchanged ideas.

b. 9:30-10:00 The teachers returned to their assigned schools and finished preparations for classes.

c. 10:00-11:30 Teachers instructed the students using various methods which they had been taught. The supervisors observed performance in the rooms and later discussed problems with the teachers and evaluated the various teaching methods used.

d. 11:30-12:00 This time was spent in getting rooms in order, preparing materials for class use, previewing films, and having group discussions of the day's events.

e. The afternoon sessions were planned for the supervisors to meet with the program director from 2:00-4:00 for the purpose of studying, planning, sharing ideas, demonstrating multi-media instructional materials, gathering materials, and preparing presentations to be made to teacher study groups.

(1) The first sessions were spent in becoming more familiar with all the materials bought for the program. These materials were then checked out to the different schools and distributed the next day to the teachers.

(2) Once a week, a session was held for airing problems, sharing ideas, and showing aids made by the teachers in the program.

(3) The supervisors demonstrated programs and techniques being tried by an individual school and discussed their effectiveness. For example, the individualized reading program in operation in one of the schools using Charles Merrill material, was demonstrated with the ear phones and tape recorder.

(4) The companies who supply teacher aids sent trained consultants to demonstrate the use of materials. This was very helpful, not only now, but also in the purchasing of materials for next summer's program.

(5) Mrs. Olive Bennett, the Brookland-Cayce Schools reading consultant, met with the supervisors several afternoons for discussions of questions that were raised. She also helped by having private discussions with those who requested help.

B. The Title III Program provided training in strengthening all phases of the reading program.

1. Teaching the reading skills in language arts

a. The Title III program provided training in the teaching of the reading skills in all areas, developmental, corrective, remedial and enrichment.

(1) Teachers provided experiences emphasizing other phases of the language arts, including listening, speaking, writing and dramatics.

(2) Teachers received training in techniques for developing and using informal reading inventories and phonics inventories and the value of such in assessing children's needs.

(3) Teachers used this study of inventories in grouping on a developmental, remedial, and enrichment basis to meet the needs of the different levels in the classroom.

(4) In addition to the new methods and materials tried, emphasis was put on improving techniques using the basal reader approach in the "three group" situation, allowing each instructional level to work at its own rate of speed.

(5) Individualized reading was organized in one class to meet the needs of children whose instructional levels and interest were so varied. Self-selection books and skill lists were the main tools used for instruction.

(6) The Basal Reader Program improved silent and oral reading skills and improved reading in the subject matter areas. Personal reading gave added practice in using these abilities in varied materials when reading for many purposes.

(7) Teachers learned to follow the manual's sequential skill developmental program carefully, especially with the remedial group. Opportunity was provided to prevent persistent errors with day-by-day appraisal and corrective techniques. High interest-low vocabulary texts and workbooks were used with this group.

(8) New, interesting materials and methods were used to supplement the basal reading program. If the child had not learned by one approach, an entirely new approach was tried. This was particularly true in working with remedial students who needed a variety of materials for reteaching, reinforcing, and increasing word perception skills.

(9) Some materials used in all areas were transparencies, films, filmstrips, work sheets, recordings, charts, games, word lists, and linguistic exercises. The use of SRA Laboratories, Programmed Reading, and the tape recorder gave the retarded reader confidence in practicing something he could do. As many ways as possible were tried in teaching a skill, until it was mastered by the student.

b. Pupil-prepared materials proved to be a great aid

(1) Picture dictionaries (primary)
(2) Class or school newspaper (elementary and above)
(3) Booklets (all levels)
(4) Individual files on progress
(5) Bulletin board displays
(6) Jackets illustrating books for reporting
(7) Games, etc.

c. Some materials used for enrichment

(1) Accelerated reading in basal texts
(2) Library materials (fictional, factual, scientific, and social studies), newspapers, children's magazines, and pamphlets as main tool of instruction
(3) Research projects
(4) Supplementary readers
(5) Dictionaries (on all levels) and reference books
(6) Writing and editing a newspaper
(7) Interest inventories to encourage independent reading of library books (for pleasure or information) to develop more mature skills
(8) "Radio" broadcasts
(9) SRA Laboratories
(10) Interest groups
(11) Conversation--pretending to meet a character from a book
(12) Individual conferences
(13) Illustrating a book
(14) Planning and putting up a bulletin board display depicting books read by a group

(15) Choral reading
(16) Use of the tape recorder and earphones for learning proper pronunciation and enunciation

2. Teaching the reading skills in the areas of social studies, science, and math

a. Testing

At the beginning of the program all students were tested in the following ways:
(1) Aaron's Phonics Test
(2) Basic Reading Skills Test
(3) Informal Class Inventory
(4) Individual Reading Inventory
(5) Checklist of Reading Difficulties

These were used to determine the reading level of the students.

b. Training

Our program provided training for strengthening developmental reading, corrective and remedial reading, and enrichment. The following books and materials were used.

(1) Word Attack - After specific weaknesses were pinpointed by the phonics test, this book was used for both group and individual instruction. Exercises in vowel and consonant sounds, blends, digraphs, pronunciation, syllabication, and general vocabulary study were given.

(2) Basic Reading Skills, Junior High and Senior High Editions The survey test from this book measured the student's ability in (a) vocabulary power, (b) sentence comprehension, (c) word analysis, (d) dictionary usage, and (e) general interpretative skill. Students who showed weakness in certain areas were assigned those sections in the book that focused attention on the skills in which they were deficient. As they worked, they corrected their own errors immediately.

(3) From Coins to Kings (Text and Workbook) - This book had special sections for each of the content areas. The stories were useful for developing comprehension and in teaching good study habits. Specific helps were (a) Social Studies--building skills in organization and word recognition techniques, choosing main ideas, importance of review, mental pictures, and understanding relationships (b) Science--organization of information, taking notes, using subheads, context clues, and science vocabulary, and (c) Math--symbols and terms,multiple meanings of math words, recognizing and recalling details, understanding relationships, and following directions.

(4) Teen-Age Tales (Books 1, 2, and 4) - These were used in the science classes because they contained science stories of special interest to junior and senior high students. They encourage reading for both pleasure and profit.

(5) Be A Better Reader (Books I-VI) - These books ranged from seventh grade level to twelfth. Each contained a number or units; each unit was concerned with one topic or reading selection and then specific application in each of the content areas. The students were given individual assignments in the books on the level best for them and the book was used to improve the basic common skills needed in reading all types of material and to develop the special skills needed for effective reading in the subject matter areas.

(6) Design for Good Reading (Level I and Level II) - This resource book for the teacher contained special vocabulary sections and exercises in each subject matter area. In addition, short selections were sometimes read and the students were given a comprehension check on their listening ability.

(7) New Practice Readers (C-G) - These workbooks had the vocabulary level range from second to eighth grade and were used for both remedial and developmental use. They contained short, interesting stories with word lists and a brief test to check comprehension at the end of each selection.

(8) The Human Side of American History - This is an entertaining collection of first-hand accounts of persons and events in our history and the book was used with 10th, 11th, and 12th grade students. The students were guided in finding the main ideas in each selection, the author's purpose, and his feelings about what he wrote. Later, timed readings were given, followed by comprehension checks. Sometimes students were asked to skim and pick out the main point in each paragraph during a certain set time; on other occasions they were given a definite fact to find by skimming and were timed to see how long it took.

(9) Science Research Associates Laboratories - These labs are designed to encourage the discovery approach to learning through the use of materials that provided for the varying abilities of students. They accomodate the wide range of individual differences in reading. Several of these labs were used as follows:

(a) Organizing and Reporting Skills -- A science teacher used a unit on outlining to introduce and re-inforce skills in note-taking, main ideas, topic headings, organizing notes, and making outlines. For enrichment, the students visited the library to read and take notes on a chosen subject and from this an outline was made and a report written.

(b) Map and Globe Skills -- This social studies kit is part of the basic skills series developed by SRA. In developing competence in using various map and globe skills, it provides for individual differences, self-teaching, and self-correction. The students seemed highly motivated in working with these folders. They can be studied as individual units or as a supplement to the text.

(c) Graph and Picture Study Skills -- This particular kit was ordered primarily for the social studies classes, but the math teachers found that they could use the units on circle graphs, bar graphs, line graphs and even picture graphs. Each student was provided with materials of increasing difficulty and progressed at his own rate. The teacher usually gave a check-up test after a student finished a unit and evaluated his progress.

(d) Science Labs -- Three science labs were used(Earth's Atmosphere, Weather and Climate, and Solar System). Each lab presented five major concepts at five different levels of readability. After reading a research booklet, the student took a test, corrected it himself, and recorded his grade graphically on a chart. Thus he was able to see his progress and work accordingly. The labs also included classroom activities and home activities. There were questions and follow-up discussions after each activity. Wall charts were included with the labs and were useful in stimulating discussion and interest. The SQ3R method of study was taught to all students.

(10) Resources in Science - This was used with high school students. The kit consisted of forty lessons divided among earth science, physics, chemistry, and biology. The students worked in groups of three, studied the information given, discussed various parts and answered the questions. Experiments were conducted with each lesson.

(11) Bell Telephone Kit on Solar Energy - This kit was used by two scientifically talented students who were inquisitive enough to accept the challenge of understanding the concepts involved. They helped assemble the kit.

(12) Remedial Work - Those pupils who needed remedial and corrective work were given special help with flash cards, the Dolch and Bucks County word lists, the Phonics We Use series of workbooks, and the following basal readers: Cowboy Sam series, Open Highways, 4 and 5, and the Motivation Curriculum series.

(13) Enrichment - This was given by the use of the College Reader for advanced high school students and Read With Me for interest stimulation on the high school level. Junior high students used Step Up Your Reading Power and the Bell Telephone Kit mentioned above.

(14) Miscellaneous Materials - All classrooms had dictionaries and frequent use was made of the library to check out books for additional reading, making reports, or to read magazines. Encyclopedias were available when needed. Teachers previewed films and selected those they wanted students to see. Other aids used were transparencies with the overhead projector, the tape recorder, language master, opaque projector, and the Craig Reader. Wall charts on phonics rules and syllabication and interesting bulletin boards added to the attractiveness of the rooms.

c. Follow-Up

The teachers kept a file folder for each student, including the results of the first tests administered and improvement noted in the weak areas. A progress sheet was checked at the end of the program, and a conference was held with each student's parents to discuss the results of the summer instruction. A letter expressing appreciation for co-operation given and interest shown was mailed to the parents. The file folders were given to the reading teacher who would instruct the student during the following school year.

d. Professional Reading

Each teacher was encouraged to grow professionally by individual reading during the summer. Some books that were most helpful to teachers were the following:

Reading Instruction in the Secondary School, Bamman, Henry A.
Improving Reading in All Curriculum Areas, Gray, William G.
Teaching Reading in High School, Karlin, Robert
Five Steps to Reading Success in Science, Social Studies and Mathematics, Metropolitan School Study Council
Effective Reading in the Social Studies, Shepherd, David L.
Effective Reading in Science, Shepherd, David L.
The Teaching of High School Reading, S. C. Education Association

Periodicals suggested were the following:

The Reading Teacher
The Reading Journal

3. Supervisors' suggestions for further improvements in all areas

a. Additional training in aiding teachers to place more emphasis on the teaching of critical and creative skills at all levels

b. Provide more flexible grouping within the classroom.

c. Make a study of more ways to help the "gifted child"

d. Administer and record inventories with more uniformity

e. Utilize all approaches to the teaching of reading without leaning heavily on any certain approach

f. Involve principals more in all phases of the program

g. Encourage teachers to try some parts of the individualized program

h. Find more ways to extend and refine skills, essential to reading in later years (Children should develop a "love" for reading, as well as proper skills to last a lifetime).

i. Plan more specific ways to teach reading in content areas

j. Have a supervisor for each content area of science, social studies, and mathematics.

C. Teaching devices and instructional aids used to improve the growth of the reading skills

1. Elementary reading materials

Scott-Foresman - Sally, Dick and Jane
Fun with Our Family
Fun with Our Friends
More Fun with Our Friends
Guess Who
We Three
Friends Old and New
More Friends Old and New
Roads to Follow
Invitation to Personal Reading
Ventures (with workbook)
Wide Horizons, Book 4
Vistas (with workbook)
Cavalcades(with workbook)
Open Highways, Book 4, 5, and 6 (with workbooks)
New Streets and Roads (with workbook)
New Days and Deeds (with workbook)
Filmstrips
Phonetic Charts

Ginn & Company - My Picture Dictionary
My Little Red Story Book
My Little Blue Story Book
My Little Green Story Book
On Cherry Street(with workbook)
The Little White House
We are Neighbors
Around the Corner (with workbook)
Roads to Everywhere (with workbook)
Finding New Neighbors (with workbook)

Trails to Treasure (with workbook)
The Deep-Sea Adventure (with workbook)
Wings to Adventure (with workbook)
Friends Far and Near (with workbook)
Word Study Charts
Words to Read, Write and Spell
Filmstrips

Houghton Mifflin

Getting Ready to Read (with workbook)
Tip and Mitten (with workbook)
The Big Show (with workbook)
Up and Away (with workbook)
On We Go (with workbook)
Come Along (with workbook)
Looking Ahead (with workbook)
Climbing Higher (with workbook)
High Roads (with workbook)
Bright Peaks (with workbook)
Sky Lines (with workbook)
Listen and Do Records and Duplicating Masters
Filmstrips

Harper and Row - Real and Make Believe (with workbook-strand 1)
From Fins to Feathers (with workbook-strand 2)
Bicycles to Boomerangs (with workbook-strand 2)
Codes to Captains (with workbook-strand 2)

McGraw-Hill (Webster Division)

Programmed Readers, Books 1,2,3 and 4
The Magic World of Dr. Spello
New Practice Readers, Book A
Step Up Your Reading Power, Books A,B, and C
Filmstrips

MacMillan - Practice Exercises for Self-Help in Reading

McCormick-Mathers

Atomic Submarine Book
Building Reading Skills

McCall-Crabbs - Standard Test Lessons in Reading

Charles Merrill- New Reading Skilltext Series (with tapes)

Singer - Story Wagon

Lyons-Carnahan - Phonics We Use, 1, 2, 3 and 4
Stories To Remember

D.C.Heath & Co - Miami Linguistic Readers, Levels 1 and 2

Economy Co. - My Own Work with Words
Tag
Dot and Jim
All Around With Dot and Jim
Through Happy Hours
As Days Go By
Wide Doors Open

Along New Ways
Down Bright Roads
Tales to Enjoy
Into Wide Worlds
Adventures to Remember

2. Materials used for the building of reading skills

Russell - Listening Aids
F.A. Owen - Flash Cards
Ideal - Phonic Charts
Dolch - Phonic Games, Sight Vocabulary Cards
Jenn - Duplicating Masters
Continental - Duplicating Masters on all levels
Tachistoscope - Films
Field Enterprises
- World Book Cyclo-Teacher and Childcraft
Grolier - The New Book of Knowledge
SRA - Word Games
Laboratory IA, IB, IC, IIa, IIb
Reading for Understanding, Jr. Ed.
Pilot Library IIa

3. Junior and senior high language arts

Scott-Foresman - Open Highways, Books 4 and 5 (with workbooks)
Basic Reading Skills for Junior High (with workbook)
Basic Reading Skills for Senior High (with workbook)

Benefic Press - Cowboy Sam and Porky
Cowboy Sam and the Indians
Cowboy Sam at the Fair

D.C.Heath - Teenage Tales, Books A,B, C
Books 1,2,3,4, and 6

Harcourt,Brace & World
- Word Attack

McGraw-Hill - The Magic World of Dr. Spello
Step Up Your Reading Power, Books A,B,C,D, and E
New Practice Readers, Books A,B,C,D,E,F, and G
Conquest in Reading

Prentice-Hall - Be A Better Reader, Books I,II,III,IV,V, and VI

Continental - Duplicating masters

Thorndike-Barnhart
- Student Edition Dictionary

Webster - Collegiate Dictionary
Student Dictionary

SRA - Writing Laboratory
Pilot Library IIa, IIc, IIIb
Reading Laboratory IVa

EDL - Controlled Reader, Jr. with books E,H,I, and J

Craig Reader--Reading Machine

4. Materials for the content areas of science, social studies, and mathematics

SRA - Laboratory on Earth's Atmosphere
Laboratory on Graph and Picture Study Skills
Laboratory on Map and Globe Skills
Laboratory on Organizing and Reporting Skills
Laboratory on The Solar System
Behavioral Research Laboratory 1 and 2

Bell Telephone - Kit on Solar System
Developing Reading Skills in Social Studies
Developing Reading Skills in Science

Scott-Foresman - Basic Reading Skills, I and II

Prentice-Hall - Be a Better Reader, Books, I,II,III,IV,V and VI

D.C.Heath - Teenage Tales, I,II,Iv

Harcourt,Brace and World
- Word Attack
- Design for Good Reading, I and II

Harper-Row - From Coins to Kings

Lyons & Carnahan
- Blue Dog and Other Stories

Ginn & Co. - Help Yourself to Read, Write, and Spell, Book 1 and 2

McGraw-Hill (Webster Division)
- New Practice Reader, G, D. and F

Merriam-Webster
- International Dictionary

Thorndike - Dictionary
Read With Me
College Reader
Five Steps to Reading Success in Science, Social Studies and Mathematics
Language Masters

Textbooks
- Modern Physical Science
- Resources in Science I
- The Human Side of American History
- Rise of the American Nation
- Modern Basic Mathematics, Book 1

II. Quantitative Evaluation

A. Organization

1. A director
2. A librarian, audio-visual coordinator
3. Fourteen supervisors
4. Forty-four elementary teachers
5. Fifteen junior and senior high language art teachers
6. Sixteen junior and senior teachers of science, social studies, and mathematics

B. Enrollment

1. Actual enrollment----1,126

2. Estimated enrollment----660 students was the estimate prior to the opening of the program and the number of students planned for in the budget.

C. Involvement of principals, superintendent, and administrative assistants

After the official summer reading program had been organized by the administrative staff and director, each supervisor conferred with her principal giving him a complete schedule of the program and welcoming any suggestions he might have in making this program a success.

As representatives from various companies exhibited new materials, equipment, books, films and new ideas, the supervisor related these experiences to her principal. With the consent of the director and principal many new items were purchased for the schools.

The superintendent, administrative assistant, and several of the principals attended some of the lectures given by very outstanding educators serving as consultants. The administrators also accepted an invitation to our "Show and Tell" sessions where each supervisor related how her particular teachers were using the new materials and gave the results of such activity.

Throughout the program the supervisor and principal of a respective school held conferences to discuss administrative details, ways of strengthening the program as it progressed, and various other evaluative measures.

D. Consultative services to program

Mr. James P. Mahaffey	Supervisor of Reading, S. C. State Department of Education	"Reading Is Everybody's Business"
Dr. Paul C. Berg	Director of the Reading Clinic, University of South Carolina	"What is Reading" "The Pros and Cons of Reading Programs" "Classroom Evaluation" "Critical Reading"
Mr. Victor Rentel	School of Education, University of South Carolina Specialization-Psychological Services (Reading)	"Developing Specific Teaching Objectives" "Work-Type Reading Skills" "Specific Study Methods" "Reading in the Social Studies" "Reading in Math" "Group Evaluation in Reading" "Individual Evaluation in Reading"
Dr. Marvin Efron	Practicing Optometrist, serves on the staff of the Reading Clinic University of South Carolina as vision consultant	"How The Teacher Should Read and Interpret Research" "How to Criticize Research"
Mrs. Ruby Taylor Davis	Assistant Professor of Reading Instruction, Department of Education and Psychology, S.C. State College	"Teaching of Reading in the Content Areas"
Mr. John George	School of Education, University of South Carolina Specialization-Psychological Services (Reading)	"Reading and English"
Miss Florence Nelson	Assistant Professor, School of Education, University of South Carolina Associate Director, Reading Clinic	"The Use of Phonics in the Teaching of Reading"

E. Procedure for the involvement of all teachers in the district

1. In-service training will be conducted at scheduled times throughout the 1967-1968 school year. The sessions will be held at the schools of the participating teachers and supervisors. The participating teachers and supervisors will conduct the sessions for all teachers of the district.

2. The first in-service training session will be held August 22, 1967, from 1:30 P. M. to 4:00 P. M.

3. Each supervisor with her participating teachers will:

   a. Demonstrate new materials
   b. Explain group informal inventories, scoring and evaluation
   c. Explain individual informal inventories, scoring, and evaluation
   d. Stress importance of individual pupil record (folder)
   e. Explain the use of index cards to record mistakes, progres, etc.

4. Faculty meetings will be held to continue the in-service training of reading. Different members of the faculty will be involved in presenting a particular phase of reading during faculty meetings. Approximately two meetings per month will be scheduled. The participating teachers and supervisors will carry on the in-service training programs.

5. Fall Seminar - 1967

   a. A two-day seminar will be held for dissemination of information on the accomplishments and progress of this model program to 32 representatives from the school districts of Region 2.

   b. Activities

      *(1) Overview of teacher training program
      *(2) Training in the teaching of the reading skills at the junior and senior high school levels
      *(3) Explorations of materials and techniques in the teaching of reading at the elementary level
      (4) The value of local teacher training as seen by
         (a) The classroom teacher (elementary, junior high and senior high)
         (b) The supervising teachers
         (c) The librarian-audio visual coordinator
         (d) The reading consultant
         (e) The school administrators
      (5) Opportunity for discussion, questions and answers

* Slide presentations of pictures made throughout the program.

F. Services rendered by the Librarian-Audio Visual Coordinator

1. Objectives.

a. To work with all subject area teachers in assembling teaching materials and in integrating all available media in the materials center

b. To work with the teachers in all subject areas in setting up a subject area file on the library collection according to reading level

c. To work with the teachers in using the reading test results to set up a file on each student according to his reading level and to develop ways of creating a more individualized, realistic and meaningful reading program

d. To conduct the in-service training of the other librarians of the district during the coming year; adapting the methods and materials used in the project

e. To make available to all schools in the district, to the State Dept. of Education and other interested schools in this region a bibliography of the books and materials discovered and used to advantage on the various reading levels of all content fields.

2. These objectives have been met in the following ways:

a. The librarian worked with small groups from the various schools in improving techniques for producing audio-visual materials for classroom use. Two programs were presented for the teachers.

(1) New sources and methods in making and using audio-visual materials

(2) "The Library and The Reading Program"
Bibliographies on reference sources, specific courses of study and selection aids were distributed

b. In-service training sessions for librarians have been planned and will include a review of all the professional books, textbooks and teaching materials of all types which were used by the teachers in the summer institute.

G. Background of explanation showing evidence of excellent possibilities of this type of program in reducing potential school dropouts.

The firsttwo weeks of the summer reading program were the most difficult because the teachers went through a frustrating period. It seemed almost impossible to have each pupil reading on his level regardless of his grade or age.

Giving the oral reading inventory proved to be the most beneficial. It necessitated regrouping and ordering new materials in some instances, but this was good. When a child was able to recognize most of the words on the

printed page and understand the contents, both the teacher and pupil had a feeling of accomplishment.

Some pupils have shown signs of improvement during this program. It seems most certain that as teachers learn to meet the individual needs by finding out where the student is and taking him from there, that there will be fewer dropouts in our school in the future. For the first time, pupils will be able to participate successfully and at the same time acquire more confidence as they work closely with an interested and understanding teacher.

III. Qualitative Evaluation

A. Comparisons of post testing to pre-testing

1. All teachers and supervisors who participated in the Brookland-Cayce Schools summer reading project were given a test of phonics principles at the beginning and end of the program.

The test was prepared by Dr. Ira Aaron of the University of Georgia Reading Clinic.

The purpose of the test was to help each teacher evaluate his own knowledge of phonetic skills.

The following is a list of the sixteen schools participating in the program. The supervisor and teachers of each school took the test. The table below shows the number of errors on the pre-test compared to the number of errors on the post test.

Name of School	No of Teachers Taking Test	Pre-test (errors)	Post-test (errors)
Brookland Grammar	5	67	5
B. C. No. 1	5	84	16
B. C. No. 2	5	79	29
Cayce Grammar	5	101	36
Claude A. Taylor	5	56	32
Congaree Elementary	5	50	19
George I. Pair Ele.	5	70	7
Ida A. Bull Ele.	5	145	50
Lakeview Ele.	5	154	43
Saluda River Elementary	5	74	2
Springdale Elementary	5	51	7
Airport High B. C.Senior High Lakeview High	7	155	65
B. C. Junior High Lakeview Junior High R. H. Fulmer Jr. High	10	195	84
* B. C. Senior High * B. C. Junior High * Fulmer Junior High * Lakeview High	17	404	100

* Means Content Area Teachers

A comparison of post test errors to pre-test errors shows that the teachers in all of the schools improved in knowledge of phonetic skills.

The program provided for instruction to help teachers overcome weaknesses in this area by providing study sessions with supervisors, and using special books for personal study.

2. Evidence of improvement as shown by teacher surveys

a. A survey of materials and procedures used in the classroom

The elementary teachers were given a survey of materials and procedures to check at the beginning and end of the program. The purpose of this survey was to evaluate the way teachers were teaching reading and any changes that took place as a result of the program.

Post-surveying of materials and procedures showed that a significant number of teachers made changes in the use of materials and in procedures. This was evidenced by the way they checked the survey at the end of the program in comparison with responses they gave at the beginning.

b. The junior and senior high school used two surveys, A Secondary Teacher's Evaluation of His Own Teaching, and Practices Related to Reading in the Content Areas.

These surveys were used as a pre-test and post test. A significant number of teachers showed growth in the areas listed on the surveys when a comparison between pre-test and post test were made.

S U R V E Y O F P R A C T I C E S A N D P R O C E D U R E S

Name of School	Number of Responses Showing Improvement
Brookland Grammar	51
B. C. No. 1	82
B. C. No. 2	104
Cayce Grammar	90
Claude A. Taylor	55
Congaree Elementary	77
George I. Pair Elementary	57
Ida A. Bull Elementary	42
Lakeview Elementary	45
Saluda River Elementary	50
Springdale Elementary	74
Airport High	
B. C. Senior High	6
Lakeview High	
R. H. Fulmer Junior High	
B. C. Junior High	
Lakeview Junior High	46
*B. C. Senior High	
*B. C. Junior High	
*Fulmer Junior High	192
*Lakeview High	

*Content Areas

We feel that important changes in teacher attitude toward methods and materials were brought about by the information and philosophy of the summer program.

3. Phonics test for students

The children in grades 1-4 were pre and post tested with a phonics inventory. Children in grades 5-12 were pre and post tested with a phonics test.

The chart on page 20 shows the total errors of each school's pre-testing compared to its post testing and the total number of children that were administered the test.

The post test scores compared to the pre-test indicate that improvement was shown in all schools in the knowledge of phonics as a result of the summer program.

4. The use of the informal reading inventory

The informal reading inventory has proven to be an excellent method of grouping students according to correct instructional levels. Each teacher was required to learn to use this method and inventories were administered to all students.

The informal reading inventory has several merits.

(1) The teacher is given direct evidence on achievement and needs in terms of available instructional material.

(2) The teacher is provided with a technique for detecting everyday needs and areas in which the student's skills need improvement. The procedure is sound, understanding and practicable.

(Reading levels given by former teachers and permanent records have not proven to be as reliable as the informal reading inventory. (Refer to chart on page 21.)

5. Evaluating improvement by Iowa Test of Basic Skills

Specific plans for how the 1966-67 Iowa Test of Basic Skills scores can be compared to 1967-68 scores in helping to evaluate improvement in instruction.

The scores on the 1966-67 Iowa Test of Basic Skills are going to be plotted on graphs and charts so that they can be studied and compared to the scores of the 1967-68 test in evaluating the improvement of instruction.

Name of School	No. of Students Taking Pre-Test	No. of Students Taking Post Test	No. of Students Showing Improvement on Final Test	No. of Students Showing No Improvement
Brookland Grammar	61	51	36	15
B. C. No. 1	61	58	44	14
B. C. No. 2	49	37	27	3
Cayce Grammar	71	59	26	30
Claude A. Taylor Elementary	68	59	26	25
Congaree Elementary	67	51	42	9
George I. Pair Elementary	65	57	33	24
Ida A. Bull Elementary	75	64	60	4
Lakeview Elementary	75	60	45	15
Saluda River Elementary	71	61	52	13
Springdale Elementary	64	56	45	11
Airport-Fulmer Combination B. C. Senior High Lakeview High	52	52	38	14
B. C. Junior High Lakeview Junior High Airport-Fulmer Combination	74	41	36	5
B. C. Senior High B. C. Junior High R. H. Fulmer Junior High Lakeview High	126	109	86	23

Changes in Materials After the Reading Inventory Was Administered

Brookland Grammar	Conquests in Reading Phonics We Use	Changed 2 children to lower levels
B. C. No. 1		
B. C. No. 2		
Cayce Grammar		
Claude A. Taylor Elementary		Changed students to higher levels in regular basal readers (Scott-Foresman)
Ida A. Bull Elementary	Moved children to groups based on need	Ordered fourth grade Economy materials
Saluda River Elementary	Changed materials	
Springdale Elementary	Different levels of Economy materials	
Congaree Elementary	Open Highways (In remedial groups 4,5, & 6)	
George I. Pair Elementary	Changed levels to Economy materials	Enrichment group Webster's Developmental Readers
Lakeview Elementary	Changed materials already bought within school	

READING AND ENGLISH

Airport-Fulmer Combination	Open Highways-grade 4
B. C. Senior High	Conquests in Reading
Lakeview High	Dolch Word-list Tape recorder Experience charts Basic Reading Skills for High Schools
B. C. Jr. High	Open Highways
Lakeview Jr. High	Cowboy Sam
Airport-Fulmer Combination	

CONTENT AREAS

Airport-Fulmer Combination	Cowboy Sam
B. C. Jr. High	Open Highways
B. C. Sr. High	Curriculum Motivation Series
Lakeview High	

B. Reaction reports from participating teachers before and after this teacher training indicate confidence in the ability to use the new techniques (Elementary)

1. New techniques used

a. Determining grade level and grouping

(1) Class inventories
(2) Individual inventories

b. Using multi-level materials

(1) SRA reading laboratories
(2) SRA pilot libraries
(3) Basal readers
(4) Supplementary readers

c. Teaching reading skills

(1) Linguistics (Lakeview Elementary)
(2) Individualized reading (Claude A. Taylor Elementary)
(3) Phonics (Tag, Economy)
(4) Language experience (charts)
(5) Whole-word (word lists)
(6) Kinesthetic approach
(7) Filmstrips, films, records
(8) Wall charts, bulletin boards, teacher-made aids

d. Teaching with machines

(1) Ear phones
(2) Tape recorder
(3) Opaque projector
(4) Overhead projector
(5) 33 mm projector
(6) Filmstrip projector
(7) Tachistoscope

Explanation:

One of the purposes of the summer reading program was to orient teachers to new materials and new approaches in teaching the skills of reading and its effectiveness in the classroom. This orientation was extensive within the 16 schools involved. The supervisor from each of the schools was able to order a variety of materials to meet the specific needs of her school. The use of these materials reflected five of the six major methods of teaching reading; phonics, linguistics, basal readers, language experience, and individualized reading.

The teachers, consequently, were exposed to an abundance of materials; much of which was new to them. The practice of teaching reading was not new for the elementary teachers. Due to the experience elementary teachers had in this area, they approached this summer program with more confidence than the secondary teachers.

However, teachers with experience and teachers without experience had some common ground as they were exposed to new materials. Both had to study, make lesson plans, and practice their newly-learned techniques in the classroom.

There were varying degrees of confidence felt at the beginning of program. There was an abundance of new materials with which the teacher could experiment. With the study and use of these they could decide which materials or methods could be best utilized to meet the needs of students.

The first week was one of testing abilities and giving class inventories and individual inventories to determine instructional reading levels and to form reading groups. Many teachers felt insecure at first in giving the inventories. Due to the fact that it is unusual to determine the reading level the first time an inventory is given, this was repeated using materials on different levels until a child's instructional level was found. Through repetition, teachers thoroughly learned how to administer inventories and how to determine the reading level of students.

Upon completion of grouping, the teachers learned how to organize lesson plans; how to use seat work effectively and how to organize a class for instruction with several groups on different levels. This was difficult to accomplish at first, but as teachers became more familiar with materials and students and received more help through training sessions, this difficulty diminished.

2. Specific reaction reports from participating teachers (Elementary)

   a. As a result of the techniques learned during the reading program, I feel much more confident about teaching reading, especially through the use of varied approaches.

   b. My experience with determining grade level, grouping, etc., has greatly improved my ability to teach the individual student.

   c. When I begin working with my regular class this fall, the ideas that I have gained will be a valuable storehouse that I can rely upon.

   d. I have been happy "experimenting" this summer.

   e. Why didn't we have something like this before we went into the classroom to teach so we could really understand what and how to do these things?

   f. I did not really know how to organize a reading class into groups, and now I am sure I can.

   g. I just didn't know what to do with a child who couldn't read, but now I feel that I can help him.

   h. I feel like this has been student teaching in reading for me. It is better than a college course. We had real experiences with boys and girls, and the small group of pupils gave us more opportunity to do good work.

i. I came into this flat cold. I know I am a stronger teacher for having participated.

j. Before this summer, I was completely lost when it came to phonics and the teaching of reading. Since I have learned more about phonetic skills and principles, I feel more confident in teaching them.

3. Specific changes or improvement of teachers as noted by supervisors (Elementary)

a. One teacher learned to use a manual. She had not used one with a basal reader in eight years.

b. Teachers began to read and study manuals of several different series and found the philosophy behind the total lesson plans. (several had always followed lesson plans without studying the introduction and overall plans for a series.)

c. One teacher got out of the rut of teaching the same old way--using the same materials.

d. Teachers became more selective of materials. They began to choose what would help the individual student.

e. Teachers learned the value of preparation, making practical lesson plans in which each minute counted toward a worthwhile goal.

f. Teachers began to plan in advance and become more organized, but yet more flexible.

g. Teachers had a more positive attitude and planned to provide for individual differences.

h. Teachers learned the value of testing students. Many teachers went from frustration to confidence in use of individual inventory.

i. Teachers learned to group children and to handle several groups within one class.

j. Teachers used materials from a different point of view after understanding the purpose of the program.

k. Teachers saw the value of teaching reading in groups and not to an entire class at the same time. They learned to meet individual needs with books on various levels.

l. Teachers showed more interest in having attractive rooms with eye-catching posters, charts, and bulletin boards and in making aids for enrichment and motivation.

m. Teachers were stronger in making and employing teacher-made aids.

n. Teachers used filmstrips and charts toward a definite purpose.

o. Teachers obtained a better knowledge of teaching machines and the methods of using them in the classroom.

p. Teachers became more self-confident in using various methods of teaching reading.

q. Teachers improved in application of phonetic principles.

r. Teachers learned to present new words by more effective techniques.

s. Teachers showed more concern for children's health, attitudes, interests, morals, self-image, etc.,--things that make wholesome, educated citizens.

t. Teachers became more efficient in helping children select books from the library on their independent reading levels.

u. Teachers became more patient and understanding. They were able to help the remedial student and make him feel secure in his work. They learned to challenge the superior child and encourage him to read extensively.

v. Teachers wanted to share ideas with other teachers. They showed greater freedom of self-expression about feelings and ideas. A definite improvement was seen in teachers' attitudes in accepting and in trying new materials.

w. Teachers have a storehouse of materials and knowledge gained from this program and have expressed great intent in using them in the classroom this fall.

x. Teachers are anxious to help their school set up a more effective reading program, grades one through six, with definite goals for the school.

y. Teachers are more aware of the close relationship in all phases of communication media and of the use of methods and techniques to develop these.

C. Reaction reports from participating teachers before and after the teacher training to indicate confidence in their ability to use the new techniques. (junior and senior high)

1. New techniques used (junior and senior high)

a. Phonics approach - Class and individual reading inventories were given to determine the reading levels of the students. The teachers used Word Attack and Phonics We Use to help them overcome difficulties For remedial work, the Dolch word list and the Bucks County word list were used. The College Reader was available for enrichment.

b. Multi-level reading materials - From Coins to Kings, Teen-Age Tales, Read With Me, Let's Read, Write, and Spell, Step Up Your Reading Power, The New Practice Readers, Be A Better Reader, Books I-VI, Cowboy Sam series, Open Highways, 4 and 5, and the Curriculum Motivation series

c. Science Research Associates Laboratories - These were used to encourage the discovery approach to learning through the use of materials that provide for the varying abilities of students such as the Pilot Libraries, Map and Globe Skills, Graph and Picture Study Skills, Earth's Atmosphere, Weather and Climate, and Solar System.

d. Two teachers experimented with experience charts by letting the students use the tape recorder. As his "experience" was played back, the story was written on poster paper. The student then read his own experience to the teacher and/or class.

e. Several teaching machines were used - The EDL Controlled Reader, The Craig Reader, and the Language Master

f. The opaque projector and the overhead projector were used in some of the classrooms.

g. Films new to the teachers were previewed and then shown to the students if the tachers felt they met specific needs in the classes.

h. Wall charts on vowel principles and syllabication and interesting bulletin boards were new "ventures" for some of these secondary teachers who had previously shown little dnterest in providing for an attractive room.

2. Reaction reports

a. Many of the teachers felt "lost" or "overwhelmed" with the new materials and techniques when the program started.

b. The majority of teachers had much more self-confidence in applying the skills and methods learned--by the end of the sessions.

c. Many realized that they could apply this new knowledge in the classrooms during the school year to benefit their students.

d. They felt more able to find the reading levels of students and to diagnose weaknesses.

e. Most think they can now organize a reading class more effectively.

3. Specific changes or improvement of teachers noted by the supervisors (junior and senior high level)

a. One teacher has seen the value of small-group and individual teaching; before, she held only whole-class activities.

b. One has learned to be more patient with slow learners and not to give them more than they can absorb at one time.

c. Nearly all the high school teachers realize that even their students have individual reading problems and these students need to be helped, not neglected.

d. Some have seen that it is ridiculous to require the reading of Shakespeare's plays from students reading on a fourth and fifth grade level. They understand that they need to know the reading level of students when any reading is assigned.

e. Several have been impressed with the value of the high interest-low vocabulary readers that are available.

f. They have learned that some of the so-called "elementary" methods and ideas can be effectively employed with success on a secondary level (experience charts, informative bulletin boards, vowel charts, and flash cards).

g. One teacher who started the summer with a "don't care" attitude has become one of the most enthusiastic and co-operative of the group, and will take an active part in in-service training of other teachers.

D. Variety of ways used to inform parents of child's progress and the reactions revealed by the parents

1. The teachers used a variety of ways to inform parents of their child's progress.

a. Individual conferences at school were decided upon as especially valuable and desirable as the teachers wished to show and explain the many innovative materials used in this program. With the best of planning and intentions, the teachers still did not reach all parents who needed to be informed.

b. Those who could not come to the school were visited in the home or contacted by telephone.

2. Reactions from parents of children in the elementary schools.

a. An analysis revealed that the parents were very pleased over the reading program and felt it had been quite helpful to the children. Most parents noted progress made by their children during the program. A few admitted that they had not taken the time to find out whether or not progress had been made. All seemed to think the children had shown a great interest in the program and enjoyed attending--even those children who were very reluctant to attend at first. Without exception they expressed the desire to see the program continued next summer.

b. Typical comments from parents of children in the elementary school

(1) "My child has had more individual attention than ever before."
(2) "My daughter has been so eager to come every day."
(3) "My children have participated in summer school several times. They have gained more this summer than ever before."
(4) "I want my child involved each year."
(5) "Now my child picks up a book on his own and reads."
(6) "I want my other children to participate next summer."
(7) "This is a very valuable program."
(8) "This program has helped more than the tutor I engaged last year."
(9) "For the first time I know my child's weaknesses in reading."

3. Reactions from parents of students in junior and senior high

   a. The parents of the students in the junior-senior high schools almost without exception, were enthusiastic concerning the program and felt the students had benefited a great deal from the additional instruction provided in developing reading skills. Working with reading in the content areas of science, social studies, and math was a new experience and the parents were interested in looking at the materials and aids that were provided.

   b. Typical comments from parents of students in junior and senior high school
      (1) "I'm so pleased with Donnie's progress that I want my younger child to participate next year."
      (2) "Cathy came for enrichment and improved her reading speed and comprehension."
      (3) "Jimmy has gained enthusiasm in reading on his own."
      (4) "In view of what's happened with my son this summer, I will give this project my full cooperation. I will support and push its continuance throughout the coming year."
      (5) "I want to try to help my son at home by using experience stories the way he was taught this summer."
      (6) "My son even tries to read the encyclopedia at home and talks about school quite often. The change occurred after his attending this program."

E. Noted changes in students

Through the Title III project this summer in reading improvement, we have observed changes in those students of elementary, junior high, and senior high levels who have participated in our (Brookland-Cayce) program.

On the next few pages can be found an explanation of how the participating schools in the Brookland-Cayce System have attempted to bring about the noted changes previously mentioned.

1. Children's behavior

Because of small classes and individual attention there were no behavior problems even among students who had been noted as previous behavior problems. Being placed on instructional level and by teachers having individual conferences with students, behavior conducive to learning was provided. Many of the previous behavior problems improved because the students knew someone was willing to help them.

In most schools when students arrived in the morning, they read library books instead of sitting idly in a desk or disturbing those around them.

Each student felt more secure because the materials available in class were on his reading level. He could feel a part of the class and participate in discussions without being embarrassed or afraid others might laugh at him if he made a mistake.

The shy student and the withdrawn student showed improvement because he was able to achieve where he had previously failed.

Another important factor concerning the good behavior found in the summer program was that by being in a class where all readers were basically on the same level of achievement, there was no need to feel one must compete with more advanced students.

In the hour and a half instruction period allotted, the teachers kept all students busy and interested. These two factors enhanced good behavior.

The students had teachers with good attitudes toward them. The teachers were sympathetic and constructive; using approaches that encouraged learning.

The general conclusion is that the children were pleased to get help; interested in participating in the program, anxious to learn to work with and use new materials, and glad to be busy,--all conducive to good behavior.

2. Improvement in attitudes

(Many children who are lost in the unmeaningful words on a printed page tend to rebel against reading. They feel it is something they cannot succeed in so they give up.)

This summer program has proven to our children that reading can be fun, as well as, important in the functioning as a well-adjusted person.

Changes in attitude are evident in the self-improvement made. Children worked to overcome their reading weaknessess. Testing helped to identify their weak areas. The new materials and innovative ways of presenting them have helped to build up interest in reading by formerly indifferent students. Because of this interest, they met with success rather than constant frustration.

Many became more responsive in the elementary grades because of closer contact with the teacher. They realized she cared because of her attitude and her concern for them.

As stated previously, the small class load enabled each student to speak out and take part in classroom discussions.

One teacher reported that leadership qualities were noticed in students who had not previously shown these qualities. This also shows improvement in attitude.

Students are usually burdened trying to make good grades and this pressure has tended to create a great dislike for school. In this program there was no pressure about grades. This factor contributed greatly to changed attitudes and an increased security. Progress was meaured in way other than grades. Students began to enjoy reading and school.

In an individualized reading class, children read more books and enjoyed them because <u>they</u> selected what <u>they</u> wanted to read.

Through the enthusiasm of teachers, and by individual conferences, the indifferent student realized that teachers were interested in his welfare and happiness. He in turn responded by developing better attitudes toward learning.

Another evidence of change in attitude was the information given to teachers in parent conferences about their children's attitudes and renewed interests. In many cases the child had never shown this interest before.

In summary, good enthusiastic teachers, good materials, and interested students made for better attitudes toward reading.

3. Evidence of cultivation of students' interest

Many of the things mentioned in Part 2 can apply to this noted change. Many teachers have mentioned certain evidences of students' interests and these are listed below:

a. The SRA kits on all reading levels as well as those concerned with content areas were eagerly read by students and most of them hope to continue working with them when the fall session begins.

   A junior high teacher reported that she gave a teacher's handbook which came with the SRA Earth's Atmosphere lab to a student who learned how to use the materials and taught others to use them.

b. In most areas of instruction, assignments were made and students worked enthusiastically and independently on them.

c. Students in many cases arrived early and were reluctant to leave at the end of the instructional period.

d. Pupils began to read library books and supplementary books on their own. (One teacher in junior high reported that a student who had never checked out a library book, did so this summer.)

e. With programmed readers, students could check their answers after making choices. This proved to have motivational value.

f. Using the tape recorders cultivated interest. Tapes were used in giving reports, listening to a story, reading orally into the recorder then replaying and correcting mistakes.

g. Pupil-made activities and games aroused interest.

h. Word games and teacher-made games stimulated interest.

i. Using the bulletin board to show importance of reading, motivated a student to read books recommended by a teacher.

j. Bringing in materials they had read about and reading a series of books about certain characters are evidences of interest.

k. On the junior high and senior high level newspaper and magazine article reports created extensive reading.

1. In the high schools many students asked to take home books. They also enjoyed "reading selections" and asked for these often.

m. In one elementary school a teacher did the following to cultivate and maintain her students' interest in reading:

(1) Sports - reading about the Atlanta Braves from the newspaper a student mounted captions on construction paper. When he learned to read the caption, he received the picture that belonged with the caption.

(2) The teacher took 2 puppies and allowed children to play with them. They could then write an experience story, draw pictures, write stories, and read library books about puppies.

(3) A child's birthday motivated a story about a cake and the gifts a child might receive.

n. Students from one of the Negro schools visited the R. H. Smith Library. After filling out library cards, and a brief orientation period, most of the students checked out a library book. As a result of this field trip they will use this library in the future.

4. Creative activities as developed through more imaginative approaches

a. T[illegible] teachers used many and varied mediums to develop creativity.

b. Teachers use of imaginative approaches to develop creative writing andcreative activities

(1) Reading newspaper articles to encourage creative writing

(2) Cutting off prefixes and suffixes from root words

(3) Turning a shape into a picture and writing about what they have turned the shape into

(4) Writing poems after dramatization of story from basal reader

(5) Writing creatively from list of Things to Write About and I Take a Look at Me

(6) Using experience charts to write about trip around school and by using pictures to go along with story

(7) Drawing pictures about a story read

(8) Making turtles by pasting buttons on for the shell

(9) Making own word chest by covering boxes with paper

(10) Creating own bulletin boards

(11) Cutting out pictures of pets and pasting on a creative story (From story about pets)

(12) Rhyming words to encourage completion of three-line poems

(13) Taping lessons on tape recorder and actually hearing mistakes made in oral reading

(14) Using earphones to teach story or skills

(15) Having a radio broadcast from a scene from a book which had been read

(16) Having a conversation pretending to meet a character from a book

(17) Explaining what one would do if one were the character in a story

(18) Making book covers to describe a book enjoyed

(19) Editing a newspaper

(20) Using interest inventories

(21) Writing essays

(22) Making camels out of newspaper

(23) Making mosque out of cardboard in connection with a story from OPEN HIGHWAYS

(24) Creating an art activity by using rockets on a bulletin board for displaying blends in a phonics demonstration

(25) Using same procedure for creating a lesson on word building by making a garden of daisies with initial consonants on the petals

(26) Drawing a hand and building words with initial consonants

(27) Making writing booklets, decorating covers (This strengthened writing ability as well as tested comprehension on daily writing lesson)

(28) Making letter kits to spell and learn words missed in a reading lesson--building new words with letters

(29) Writing stories about poems read by teachers

(30) Building a story around a button--the resulting pictures were varied and very imaginative

(31) Dramatizing definitions of words

(32) Demonstrating a child's name as others try to guess it--as an "ice breaker" the first day

(33) Organizing book clubs and playing teacher-made games

(34) Using a picture to create writing activity using various literary forms (high school)

(35) Using SRA Lab on Map and Globe Skills to work out an enrichment activity in form of a bulletin board showing projections of the earth within particular lines of longitude and latitude (high school)

IV. Summary of Strengths and Weaknesses of Title III, 89-10, General Improvement of Reading Instruction Grades 1-12, Teacher Training Program of the Brookland-Cayce Schools

A. How the strengths and weaknesses of the reading program were obtained

1. Each teacher and supervisor was asked to hand in a written statement concerning what they felt to be the strengths and weaknesses of the program.

2. These statements were then combined into one report in which duplications were eliminated.

3. In order to make the report as concise as possible, the strengths and weaknesses were placed in six categories.

a. Strengths of the program expressed by the teachers involved (grades 1-12)

b. Strengths of the program expressed by teachers in junior high and senior high schools only

c. Strengths of the program expressed by the supervisors

d. Weaknesses of the program expressed by the teachers involved (grades 1-12)

e. Weaknesses of the program expressed by teachers in junior high and senior high schools only

f. Weaknesses of the program expressed by the supervisors

B. Strengths of the program

1. Strengths of the program expressed by the teachers involved (grades 1-12)

a. Good Organization - Those in charge of the program did a very good jot of planning. The program was outlined in such detail that it ran very smoothly.

b. Good Directors - Those in charge of the program were willing to spend much time and effort to make the program s success.

c. Supervisors and teachers working together --

(1) The system of teacher and supervisors worked well. There was very good communications between them.

(2) The supervisors were able to help the teachers by bringing to them the information and ideas obtained in the supervisors' afternoon sessions.

(3) The supervisors secured the materials from a central materials center

d. Ample supply of materials

(1) The materials provided for the classrooms were ample and well selected. The materials, textbooks, aids, etc. were varied and enabled the teacher to work effectively with each child in the group regardless of his reading level. Materials were available from pre-primer to beginning college level.

(2) The new basic readers provided the children with new and interesting stories with which to work and exposed teachers to several series of readers and guides.

(3) Many new materials have been placed in the schools through this program. These materials will facilitate what was begun this summer by continuing to aid the teachers in developing better reading programs. Placing thse materials in the schools to be used during the regular school sessions was a good investment since most of them could not be purchased through the limited budget of individual schools.

e. Small classes

(1) By working with small groups, each child could be given more attention. The teacher was able to become better acquainted with each child and learn his strengths, weaknesses, and needs as an individual. This knowledge made it possible to give the children the attention they had been denied in larger classes.

(2) Having small classes gave the teacher practice working with each child on an individual basis according to his instructional level.

(3) Small classes enabled the teacher to become competent in using the new materials and equipment before he used them with a larger class during the regular school year. The teacher was also able to test certain games, aids, materials, etc., to ascertain their value as related to the teaching of reading.

f. The program provided excellent learning opportunities for teachers because it was teacher oriented. It was designed for providing experiences and training for teachers.

(1) Teachers had the opportunity of becoming familiar with new materials and techniques. The program provided the teachers with a wealth of materials, equipment, aids, etc., to be used in the classroom.

(2) Each teacher had the opportunity to evaluate methods and materials according to how much they helped the class and the individual students during the summer program.

(3) Perhaps one of the main strengths was that the teachers were able to work with students and apply what they learned in an actual teaching situation.

(4) The program provided an opportunity for the teachers to discuss and exchange ideas found to be successful in their classrooms. This sharing of ideas increased the enthusiasm of the teachers during the summer and many are looking forward to using these ideas during the coming year.

(5) The use of consultants and other resource people provided some valuable insight into the use and value of the techniques and materials being used. Mr. Mahaffey, Dr. Berg, Miss Nelson, and Mrs. Thompson brought us some interesting and helpful ideas and theories concerning the teaching of reading. The excellent speakers and the practical experience made the program more beneficial than a college course would have been.

(6) The different companies handling reading materials provided well-informed personnel to demonstrate methods of using their materials. Their suggested methods and approaches gave the teachers a better insight into how to handle different situations which confront them in the classroom.

(7) The reading program was a practical laboratory. Teachers learned about and used many materials that can be used during the ensuing school years. Many of the instructional ideas gained in the training sessions can be used with any class.

(8) This type of program broadens the teacher's knowledge about the reading program of all grade levels (1-12)

(9) The program provided an excellent opportunity for the exchange of ideas between teachers. The rather informal atmosphere encouraged one to ask for help or advice and to help others whenever possible.

g. In-service training

The reading program will be extended through the year by means of an in-service training program for all teachers in the district. This should improve the reading program greatly and be of value to both teachers and students.

h. Testing program

(1) Learning how to administer the group and individual reading inventories and the phonics inventories made it possible to discover each child's instructional level and to work with him from that point.

(2) Knowledge of the test results will enable the teacher to discover the various reading levels of his students in the future.

i. Absence of grades

(1) The teacher felt free to remain with a skill until he felt the child knew it well enough to put it to use in his reading. He did not have to push the child to finsh a book or to make a certain grade.

(2) The knowledge that they would not be graded took the pressure off the children. They felt free to enjoy reading without the fear of bad grades.

j. Time schedule

(1) The children were not in session long enough to become tired.

(2) Teacher time-blocks were well planned. The schedule provided time to prepare materials and get the room ready before the children arrived.

k. Individual differences

The individual differences and needs of all the children were emphasized this summer. The program encouraged teachers to work with children on their instructional level.

l. Benefits to children

(1) Most of the children seemed to gain a great deal from their experience in the summer reading program. Many of them gained in reading skills, confidence, and interest.

(2) Some of the children gained in self-confidence. They seemed to feel more successful. This success is very important to children.

(3) This type of program gave slow learners an added boost and will help them retain what they learned during the previous year.

(4) There was time for independent activities through the use of library books, games, etc., and these pleasant experiences helped the children develop a lasting love for reading.

m. Stimulating program

(1) It was stimulating to be reminded that no one particular method should be used in the teaching of reading. A good reading program should involve many and varied materials to take care of the differences of the students involved.

(2) It was also pointed out that a good teacher and the eclectic method is really the key to a successful reading program.

n. Use of library

The use of the library was very valuable to this type of program. The children were allowed to go to the library every day. This resulted in the reading of many books this summer. The librarians helped to stimulate the children's interest in reading. (This was true only for the schools which had the Title I program in addition to Title III.)

o. Two-fold program

The program served the two-fold purpose of teacher training and improvement of pupils' reading ability. The teachers have been exposed to many useful tools, techniques, etc., and some pupils have gotten the individual attention which they needed so badly.

2. Strengths of the program expressed by teachers in the junior high and senior high schools

a. Made teachers aware of their shortcomings

The program helped teachers to become aware of the students' reading problems as being something they could help them to overcome.

(1) For many teachers in the junior and senior high schools, this program furnished the only formal training in the teaching of reading they had ever received.

(2) This experience of learning to teach reading within the content areas will be most helpful in working with future classes of varied reading levels.

(3) The emphasis on the importance of the teaching of reading by those in the content areas will help these teachers see their role in the total reading program.

b. Educational

(1) The training program on "How the Library Aids the Reading Program" was good and helpful to all teachers. The library should be available for follow-up use of library resources within the content area.

(2) Mrs. Matthews' demonstrations on resources and visual-aids materials were very helpful.

(3) The mimeographed materials given to the teachers will be most beneficial in the future.

(4) The materials made available by Mr. Mahaffey, Reading Supervisor, State Department of Education,will be helpful in applying reading skills in the content area. Time alloted for Mr. Mahaffey to consult with the teachers in each subject area would be very beneficial.

c. Films

(1) The time alloted for previewing films that could be helpful in the classroom was appreciated.

(2) Time spent in viewing films that showed what others were doing in reading was also very helpful.

3. Strengths of the program expressed by the supervisors

a. Opportunity to work with others

(1) The opportunity to work in the afternoon sessions with a group of very congenial, cooperative teachers was stimulating.

(2) The cooperation of the various teachers and principals with whom we had to associate was very good.

(3) The opportunity to improve our reading program by helping teachers to become better and stronger teachers was very gratifying.

b. Evaluation

Dividing the evaluation and assigning different topics to be covered by individual teams was an excellent idea and helped relieve the stress and strain during the final stages of the summer program.

c. Teacher-made aids

Learning that teacher-made aids, in many cases, serve the purpose just as well as some more expensive aid, will be helpful in future situations.

d. Mrs. Newman, Director of the Program

(1) Mrs. Newman has a special "knack" for working with people and has done an excellent job in organizing the program and in helping us as supervisors.

(2) Mrs. Newman has been a wonderful source of inspiration. It would have been a good thing if she could have talked personally with the high school teachers at the beginning of the program to inspire them. Future sessions for this particular purpose are planned as the program continues.

(3) Mrs. Newman, with her training in the development of reading skills in real situations and with various age groups, was most helpful to the program.

e. Salaries

The pay received by the supervisors was satisfactory and helped compensate for the long hours involved for them each day from early morning until late afternoon.

f. Secretaries

The secretaries working with the program have been very cooperative and efficient.

C. Weaknesses of the program

1. Weaknesses of the program expressed by the teachers involved (grades 1-12)

a. Program schedule

(1) The pace of the whole program should be slowed down. There were many useful things to be learned from the consultants, books, films, and materials encountered. There were so many things, however, that there was not enough time to absorb them all.

(2) More time was needed at the beginning of the program for teacher orientation and preparation. There was not enough time in the initial part of the program to learn the objectives and just what was expected of the teachers. This was due to the very late final approval of this project.

(3) Seven weeks seemed tiring. Five or six weeks would be long enough.

b. Daily schedule

(1) The daily schedule was rather rushed. Teachers could hardly get to their schools from Fulmer Junior High School, where the consultative sessions were held, in time to be ready for the students. The teacher should be in the classroom at least fifteen minutes before the class begins.

(2) There should be fewer morning meetings and more time spent in the rooms before the children arrive.

(3) The school day should begin with the children at 8:30 A. M., and the teachers sessions scheduled after the children leave. Sitting and riding tends to tire one before the job of teaching begins.

(4) The time from 11:30 - 12:00 each day could be better spent with the teachers planning in their own rooms rather than having a group meeting of teachers in the individual school.

(5) More time was needed at the individual schools for planning and making teaching aids to take care of the several reading levels in each room. It was very difficult to take all the books and materials,needed for such planning,home each day.

c. Materials

(1) The materials should have been ordered well in advance and be available early enough for the teachers to become familiar with them before the summer school begins. It was realized, however, that this was due to the late final approval of the program.

(2) There was too much unnecessary frustration at the beginning of the program because too many materials, tests, etc., were given without full explanation. This too, was because of the schedule, at the beginning of the program, being overcrowded because of late final approval.

d. Attendance

(1) Generally speaking, attendance was good but better attendance of some children should be encouraged. Several children went on vacations and to camp during summer school.

(2) Some of the parents could be better informed about procedures of the program so they would realize the importance of regular attendance.

(3) Only those children whose parents agree to send them the entire period of classes should be accepted into the program.

e. Salary

(1) For this type of program the money paid should be a non-taxable stipend.

(2) If the money paid is considered a salary, it should not be less than the salary the teacher received per hour during the regular school year because the work load was quite heavy.

(3) There was some misunderstanding about the amount to be paid and whether or not it would be taxed this year.

(4) The delay in the payment of salaries was most inconvenient. Salaries should be paid on the date promised. This was due to the school district not receiving the money from the Government on time.

f. Consultants

(1) The information given by the speakers would have been more helpful if received earlier in the program.(Some seemed to think that all the consultative sessions should have been scheduled before the teaching of the students began.)

(2) It would be helpful to have even more consultant help on particular materials being used during the summer.

g. Workshops

(1) A workshop of three to five days before the program begins, to demonstrate the teaching of reading on each grade level and to demonstrate the proper use of instructional aids, would be helpful.

(2) One workshop where the teachers could go to learn how to use the dry copy machine, color picture transfers, etc., would be helpful. This training was given but it was interspersed during the program.

(3) A permanent laboratory is needed where teachers could come and work with the dry copy machine.

h. College credit

College credit should be given to each teacher working with the reading program. The instruction and work involved in this program merits graduate credit.

i. Librarian

(1) A librarian should be provided at each school so that the students could use the library facilities. The library facilities were available but only the schools having a Title I program had librarians:(Librarians, for each school, were not included in the budget for the Title III program.)

(2) The teachers need more free time to use the library.

j. Budget

Each school should have a budget from which to work in ordering materials. This would relieve the director of this responsibility.

2. Weaknesses of the program expressed by teachers in the junior high and senior high school only

a. Instruction

(1) There should be even more instruction given to teachers who are not familiar with reading procedures before actual teaching begins.

(2) It would be good to have a general outline of the program on the first day, or before, so the teacher would know what to expect and exactly what is expected of him.

b. Students

(1) The number of students should not exceed a set number for every teacher.

(2) Only those students who were in summer school for the specific purpose of reading instruction should be used in this program. (There were a few students in the content area classes that brought forth this statement.)

c. Daily schedule

(1) The hour in the morning should be spent in instructing the teachers in methods of teaching reading and in giving teachers some practical quidance in their planning, rather than in listening to consultants who at times were of value only to a small group. This procedure was used, understandably, in initiating the program so that all praticipants could get a better view of the total reading program on all levels.

(2) The program should be organized so that the teachers would not have to go as often to the school serving as headquarters for the program. We could meet for speakers, consultants, etc., on certain days. Teachers could meet with their supervisors after an afternoon session rather than making two trips.

(3) More time should be provided for questions and answers at the end of each day and at the end of each lecture.

d. Program schedule

(1) The time allotted for the entire program was too short. The values of many aspects of the program were not completely realized because of this.

(2) Time should be made available for teachers working in the same content area to share ideas and methods that would give them more means of strengthening their own particular area of the program.

(3) More time for Mrs. Matthews to work with teachers on how to make transparencies, over-lays, color-lifts, etc., and to show materials she has available in the library would be helpful.

e. Location

Teachers being in so many areas caused some loss of solidarity in the program. It hindered the exchange of ideas and information gained from experiementation with different methods and materials.

f. Parent conferences

Teachers should be told at an even earlier date of the program about the parent conferences. More help to inexperienced teachers in the handling of parent conferences is needed.

g. Materials

More materials on word problems in the area of mathematics need to be provided.

h. Transportation

(1) More time should have been allotted for travel. Sometimes teachers were too rushed in getting to class because they were not given the full half-hour that had been set aside for travel.

(2) Too much driving was required.

(3) Transportation was rather expensive.

i. Attendance

Attendance by certain students should be required by the school.

j. Salary

It does not seem right to deduct money for state retirement funds. Was it necessary to do so?

k. College credit

The program should be associated even more closely with the University so that three semester hours of academic credit be given to the participating teachers.

l. Lectures

(1) There should be fewer lectures and more demonstrations. Some of the lectures were based too much on theory.

(2) Some of the lectures were too general in nature. Some speakers attempted to cover reading procedures in elementary, junior high and senior high levels. It was explained that this was done to give all teachers an overview of the program, grades 1-12.

(3) Attendance at the consultants' lectures should be more selective. If a particular lecture does not pertain to a group's subject, that group could make better use of the time by exchanging views among themselves.

(4) The consultant should be asked to submit an outline of his lecture in advance.

(5) To omit some lectures and have the consultant actually consult with teachers on a one to one ratio or in groups of two or three would be very beneficial to the program.

m. General sessions

(1) All general sessions should be departmentalized with the exception of Dr. Berg's lectures.

(2) It might help if each content area had a program of its own. In this way time could be spent on things directly related to the area in which the teaching is being done.

n. Tests

(1) The students would like a check-up test on study skills, etc., so they could see their progress in these areas.

(2) More practice and study time was needed for giving the group inventories.

o. Films

(1) Some of the films selected for teacher training said generally the same thing.

(2) Time spent in viewing the films might be scheduled differently.

(3) Seeing 10 minute films at the end of three or four days results in a loss of time. One day a week should be set aside for previewing all films for the week or possibly for two weeks.

(4) Films should be previewed by the teachers as was done, but some deleted from use in the classroom. Emphasize, rather, that teachers should be aware of what is available in audio-visuals in order to use them at more appropriate times.

p. Supervisors

(1) There should be a full-time supervisor in each junior and senior high school.

(2) The content area teachers needed more time with the supervisor.

(3) The supervisors should have few enough teachers in one school so that they can actually visit in the class for an entire period once a week.

(4) The supervisors were overloaded. There should be at least one supervisor for each content area.

(5) There should be more time for supervisors and teachers to work together. The supervisors seemed to be more on the teachers' level as far as helping to solve real problems with readers than the consultants.

3. Weaknesses of the program expressed by the supervisors

a. Late program approval

(1) The handicap of not having money approved in time to order materials earlier caused some frustration at the beginning of the program.

(2) Choice of teachers and supervisors, enrollment of pupils, placement of pupils, and ordering of materials should be completed during the last month of the regular school year. This is not possible unless the program is approved earlier.

b. Programming

(1) The selection of one project by a school and experimentation in greater depth might obtain better results.

(2) The schedule for consultants, films, etc., was crowded. The teachers needed more time to discuss materials and methods and to work on their own.

c. Comfort

Air conditioned schools would make things easier on both the teachers and students.

d. Supervisors

It is impossible for one supervisor to work effectively with sixteen teachers and travel to four schools. The whole work with reading in the content area is new; therefore, this is the area where the most help is needed. It is unfair to the supervisor, but even more unfair to the teachers who need individual help.

e. Transportation

(1) Too much time was spent traveling from school to school. Perhaps all junior high teachers could be in one school and all senior high teachers in one school.

(2) Money for transportation should be given to supervisors if they continue to have to travel to three or four schools.

f. Afternoon sessions

(1) A shorter lunch period for the supervisors would allow the afternoon session to end at 3:00 instead of 4:00

(2) The elementary and secondary supervisors should be separated whenever possible. Perhaps we could have 30-45 minutes in a general session, then divide into groups so each can work in his own area.

g. Principal participation

(1) It would be more beneficial if the principals would attend more of the lectures and familiarize themselves with new materials, methods, etc., being used.

(2) Perhaps principals could become even more involved in the program by attending meetings togehter one afternoon a week.

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